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TEACHING ENGLISH AS A SECOND LANGUAGE IN ADULT EDUCATION PROGRAMS--AN ANNOTATED BIBLIOGRAPHY. (PRELIMINARY EDITION).

BY- OHANNESSIAN, SIRARPI WINEBERG, RUTH
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

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THIS ANNOTATED BIBLIOGRAPHY IS A SELECTED LISTING OF--(1) BACKGROUND READINGS IN THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, (2) TEACHERS' GUIDES AND HANDBOOKS, (3) ADULT EDUCATION COURSE MATERIALS, (4) GENERAL COURSE MATERIALS, AND (5) SPECIALIZED ENGLISH LANGUAGE TEXTS AND DICTIONARIES. THE MATERIALS INCLUDED WERE TAKEN MAINLY FROM THE LIBRARY OF THE CENTER FOR APPLIED LINGUISTICS, AND LISTS AND BIBLIOGRAPHIES PREPARED BY STATE AND CITY EDUCATION SYSTEMS. SELECTING WAS CONFINED LARGELY TO PUBLICATIONS BY AMERICAN AUTHORS AND THOSE MATERIALS BEST SUITED FOR USE IN THE UNITED STATES. THIS BIBLIOGRAPHY IS AVAILABLE ON REQUEST FROM THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM, CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C., 20036. SINGLE COPIES ARE FREE, ADDITIONAL COPIES ARE $0.25 EACH. (AM)

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Compiled and Edited by
SIRARPI OHANNESIAN and RUTH E. WINEBERG

Preliminary Edition

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Preliminary Edition

CENTER FOR APPLIED LINGUISTICS : 1966

INTRODUCTION

THE PURPOSE of this bibliography is to bring together information on materials for teaching English in non-academic programs to adults whose native language is not English. The bibliography also includes a number of background materials and texts, most of them selected from bibliographies published by the Center, that might be of interest to teachers. Our main sources of information were the library of the Center for Applied Linguistics, and lists and bibliographies prepared by state and city education systems. In keeping with the current, increased interest in adult education throughout the United States, it may well be that other materials designed for non-English speaking adults are available or forthcoming. It would be appreciated if the Center could be informed of such items which would be considered for inclusion in future English as a second language bibliographies.

The bibliography, which is confined generally to materials published between 1955 and 1966, includes a few background readings, among them references on methodology, testing, and language and culture; curriculum guides and handbooks specially prepared for teachers of adult education classes; course materials for adult education programs; general course materials for English as a second language; and texts for special occupations and situations, and dictionaries. The general course materials are, by and large, intended for foreign students at the university level, but might be used as supplementary or advanced texts. Given the relative abundance of such materials, this general section had to be selective for lack of space, and consequently, a number of equally suitable materials had to be left out. A list of publishers follows the final section.

The decisions for including materials in this bibliography were based on soundness and suitability of content, availability, and in certain cases, on the wide use of the materials as revealed by their inclusion in a number of the lists made available to us. The materials are confined largely to those published by American authors and are best suited for use in the United States.

We would like to extend our special thanks to all those who cooperated in the preparation of this bibliography by responding to our request for lists of materials and those members of the English Program who helped with the annotations and typing of this bibliography. We would also like to thank Frank A. Rice and the Office of Information and Publications for technical assistance in the final production.

Sirarpi Ohannessian
Ruth E. Wineberg

December 1966

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I. BACKGROUND READINGS

Allen, Harold B., ed. Teaching English as a Second Language: A Book of Readings. New York: McGraw-Hill, 1965. xi, 406 pp.

A collection of articles, drawn primarily from journals, with background information for teachers or those preparing to teach English to speakers of other languages. Section topics include theories and approaches to teaching English pronunciation, structures, vocabulary, composition, reading and literature, as well as methods and techniques, visual aids, and testing. Example of articles are: "Applied Linguistics in the Classroom," "Correctness, Rules and Explanations," "'Technemes' and the Rhythm of Class Activity," and "Literature and the ESL Program."

Allen, Virginia French, ed. On Teaching English to Speakers of Other Languages: Series I. Champaign, Illinois: National Council of Teachers of English, 1965. xv, 158 pp.

Proceedings of first Conference on Teaching English to Speakers of Other Languages held in Tucson, Arizona, 1964. Includes reports on special programs, key concepts and current concerns, techniques for teaching, and preparation and use of materials. Two papers deal with teaching English to adults; among others which may be of interest are: "The Challenge in Teaching the Navajo," "The Scheduling of Cultural Materials in Language Lessons," and "Simple Classroom Techniques for Teaching Pronunciation."

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1964. 143 pp.

Designed for prospective teachers and experienced teachers in both the U.S. and abroad, offers practical discussion of language learning and teaching based to some extent on author's lectures, seminars, and demonstrations given between 1960-64. Content includes nature of language, features of English language, principles and suggested content in preparing curriculum, developing language skills, materials and techniques, testing and some specific "Do's and Don'ts" based on questions directed to author by teachers over the years. Appendix includes definitions, bibliography, and additional resources.

Fries, Charles C. Teaching and Learning English as a Foreign Language. Ann Arbor: University of Michigan Press, 1945. vii, 153 pp.

Contains much information on theories that lie behind linguistic approach to teaching and learning English as a foreign language. Approach is mainly oral, based on contrastive structure study of the learner's language and English. Stress laid on understanding and producing "stream of speech," and making English forms and patterns automatic.

Hall, Robert A., Jr. Linguistics and Your Language. 2nd rev. ed. of Leave Your Language Alone. Garden City, N.Y.: Doubleday, 1960. ix, 265 pp.

Intended as a brief popular discussion of problems of language and linguistics. Contains clear, non-technical statement of theories, principles, and methods of linguistic science.

Kreidler, Carol J., ed. On Teaching English to Speakers of Other Languages: Series II. Champaign, Ill.: National Council of Teachers of English, 1966. viii, 167 pp.

Proceedings of second Conference on Teaching English to Speakers of Other Languages held in San Diego, California, 1965. Four main divisions: I. TESOL as a Professional Field; II. Reports on Special Programs; III. Some Key Concepts and Current Concerns; IV. Materials and Aids. Each section has a wide variety of articles which may be of interest to teachers of adults, e.g.: "Culture: The Content of Language," "The Noncompulsory Student Learns English," and "Applications of Linguistics to the Teaching of Oral English."

Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964. xiv, 239 pp.

Introduction to areas of learning, which the author feels are necessary in following a scientific approach to language teaching. Topics include linguistics in relation to target and source languages, language learning, techniques of teaching, testing, language laboratory and other technological aids, reading, writing, cultural content and literature, teaching machines and programmed learning. Also contains many practical suggestions for language teachers and bibliography.

-----. Language Testing: The Construction and Use of Foreign Language Tests. London: Longmans, 1961. xxiii, 389 pp.

Comprehensive discussion of construction and use of language tests. Based on theory that items of difficulty are isolable through comparison of mother tongue and target language, which makes tests more valid, reliable, economical, and easy to administer. Suggests types of items and gives theory and practice of refining and standardizing tests. Sections on theory and strategy of language testing, testing elements of language, testing integrated skills, and refining and using tests.

-----. Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor, Mich.: Univ. of Mich. Press, 1957. 141 pp.

Written in non-technical language. Demonstrates role that descriptive linguistics can play in practical language teaching. Deals with comparison of sound systems, grammatical structures, and vocabulary systems and points out values of contrastive studies. Selected bibliography.

Oral English: Planning and Conducting Conversation Classes and Discussion Groups. Washington, D.C.: USIA, Information Center Service, 1961. 58 pp.

Suggestions on how to make lesson plans for specific teaching situations. Contains descriptive list of oral drills and exercises, and bibliography. (Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.)

Shen, Yao. Articulation Diagrams of English Vowels and English Consonants: (Especially for Teachers of English as a Foreign Language). Ann Arbor, Mich.: Dept. of English and Dept. of Far Eastern Languages, University of Michigan, 1958. 52 pp.

Clear, large diagrams with positions of articulatory organs described verbally beside them.

Stack, Edward M. The Language Laboratory and Modern Language Teaching. Rev. ed. New York: Oxford University Press, 1966. xiv, 234 pp.

Practical guide for teachers providing specific descriptions of techniques and procedures for classroom, language laboratory, and related activities. Included are new chapters on techniques of laboratory operation. Chapters on methodology and testing have been expanded.

Stevick, Earl W. A Workbook in Language Teaching: With Special Reference to English as a Foreign Language. Nashville, Tenn.: Abingdon Press, 1963. 127 pp.

For initial training of new language teachers and for in-service use by experienced teachers. Treats three selected topics: English phonology, basic types of drill, and fundamentals of grammar. Frequent exercises and discussion questions assist user in acquiring skills and in keeping check on his own progress.

II. TEACHERS' GUIDES AND HANDBOOKS

Brice, Edward Warner, Roy B. Minnis, and Ellen C. Henderson. Teaching Adults the Literacy Skills. Washington, D.C.: General Federation of Women's Clubs, [n.d.]. iv, 112 pp.

Manual for volunteer teachers. Suggests organization of literacy programs, course content, and criteria. Chapter 2, "Learning to Talk English," devoted to teaching non-native speakers. Relies on direct method with instructions for teaching articulation of individual sounds.

City of New York, Board of Education. Teaching English as a New Language to Adults. Curriculum Bulletin: 1963-64 Series No. 5. New York: City of New York, Bd. of Educ., 1964. 180 pp.

Teacher's manual. One of a series in Fundamental Adult Education. First section deals with guiding principles and methods of teaching, including list of contrasting structure patterns between English and Spanish, German, and Polish. Brief sections on speech and intonation, reading and writing skills, and audio-visual aids. Next three sections deal with teaching beginning, intermediate, and advanced classes. Each section has introductory part on aims and methodology, as well as detailed suggestions on content of material to be taught and techniques of presenting it. Emphasis on oral work, with some attention to reading, writing, arithmetic, citizenship, etc. Suggested drills, lesson plans, and sample lesson. List of references for teacher and students.

Los Angeles City Schools, Division of College and Adult Education. Procedures for Teaching English as a Second Language: An Adult Education Handbook. Los Angeles: Los Angeles City Schools, Div. of College and Adult Educ., 1964. 12 pp.

Guidelines for teachers based on the aural-oral approach including brief notes on objectives, principles, teaching techniques, classroom and lesson suggestions. A few definitions and selected references.

Steeves, Roy W., Project Director and Consultant, et al. A Handbook for Teachers of English (Americanization-Literacy). Sacramento: California State Dept. of Educ., 1966. iii, 69 pp.

Intended as "readable and useful guide" for instructors newly assigned to teaching English in Americanization program of California's adult schools. Based on practical experience of people in field, handbook discusses roles of teacher and student, course content and sequencing, methods and techniques of teaching, criteria for text selection, evaluation of student progress, as well as of program itself, and role of administrator of adult education program. Bibliography follows each chapter.

U.S. Department of Health, Education and Welfare, Office of Education. Curriculum Guide to Adult Basic Education: Intermediate Level. Washington, D.C.: U.S. Government Printing Office, 1966. vii, 229 pp.

Outlines basic course in reading, writing and related skills. Occupationally oriented and intended for grade levels four to eight. Section on teaching English to non-native speakers emphasizes learning oral communication skills as well as reading and writing. Identifies probable structural and phonological difficulties of Spanish, German, or Polish speakers learning English. Suggested lesson plans for integrated teaching of language skills in a subject context.

III. ADULT EDUCATION COURSE MATERIALS

Alesi, Gladys E. and Dora F. Pantell. First Book in American English. New York: Oxford Book, 1962. vii, 241 pp.

Graded textbook based on oral approach for beginners. Sentence is unit of instruction. Vocabulary related to needs of new Americans. Question and answer patterns and short dialogs for memorization. Reading material based on preceding oral work. Brief sections on most common pronunciation errors. Teacher expected to supplement and act as model. Illustrations used as teaching aids.

-----. Second Book in American English. New York: Oxford Book, 1964. xii, 393 pp.

Graded text for adults having some mastery of English. Companion text to First Book in American English. Text in dialog form, treating such topics as "Renting an Apartment," "Buying on Credit," "The First Job in America," and "The American Community," preceded by a picture and by questions to stimulate and direct conversation. Exercises following dialog made up of reading comprehension tests, structure drills, and pronunciation and intonation practice. Suggestions for teachers on use of pictures, dialogs, reading materials, and drills.

-----. Family Life in the U.S.A. New York: Regents, 1962. [5], 138 pp.

Reading material for beginners graded in vocabulary. Each chapter contains a conversation, substitution practice, pronunciation exercises, reading selection, and topics for class discussion. Brief appendix provides minimal hints for correct spelling.

Allasina, T.A. and N.H. McLeod. Beginning English for Men and Women, Part I and Part II. Seattle, Wash.: Cascade Pacific Books, 1958. 208 pp.

One-year course consisting of twenty lessons aimed at teaching English to prospective American citizens. Each lesson made up of story followed by exercises based on story. Emphasis on vocabulary building and writing words and sentences. Some attention given to teaching individual sounds and grammatical structures. Dictation exercises. List of frequently used irregular verbs.

Brown, Hazel P. American Speech Sounds and Rhythm. 3rd ed. 4 vols. New York: Speechphone, 1959.

Course in American English pronunciation. Three volumes, Elementary, Intermediate, and Advanced, for use with the Speechphone Method Record

Albums - three 12-in. LP's for each unit with pauses allowed for student's repetitions. Each lesson devoted to a particular speech sound and illustrated with words, phrases, and sentences. Spoken Word List: A dictionary of 3000 words with devised transcription and explanations.

City of New York, Board of Education. Teaching Dialogues: English as a New Language Program for Adults. 2 vols. New York: City of New York, Bd. of Educ., 1966.

Prepared for teaching oral skills. Twenty-five graded lessons composed of dialogs followed by different types of pattern drills. Dialogs with intonation curves marked, deal mainly with American cultural background and include greetings, family relationships, shopping, employment, entertainment, public housing, etc. Teacher's guide provides introduction on principles and methods, vocabulary, pronunciation, intonation patterns, grammar patterns and expressions used as basis for each lesson. Tapes of dialogs accompany text and guide.

Colford, William E. New York: Gateway to the U.S.A. New York: American Book, 1963. vii, 152 pp.

Conversational reader for intermediate students. Each reading passage illustrated and accompanied by exercises for oral practice. Brief reviews follow each five lessons and include pronunciation and intonation exercises, questions on definitions, and identification of cultural items.

Handler, Beulah. English, the American Way for German Speaking Adults. 2nd ed. (Everyday Handbook Series.) New York: Barnes and Noble, 1959. x, 294 pp.

Vocabulary builder for immigrants to U.S. contains dictionary of 3000 American idioms with their German equivalents and an English "Glossary." Also included: phonetic values of English letters as compared with German sounds, as well as 100 citizenship examination questions with answers.

Hughes, Kathryne Sheehan. How to Use the Telephone. Washington, D.C.: U.S. Dept. of the Interior, Bureau of Indian Affairs, Branch of Education, 1965. 34 pp.

Gives step-by-step procedures in dialing, getting assistance from operator, making long distance calls, using coin telephone and telephone directory, etc. Discusses installation and service costs, telegraph service and telephone courtesy. Illustrations. (For information about availability, write Publications Service, Haskell Institute, Lawrence, Kansas.)

-----. Table Manners. Washington, D.C.: U.S. Dept. of the Interior, Bureau of Indian Affairs, Branch of Education, 1966. 41 pp.

Prepared for adult education program of Bureau of Indian Affairs. Discusses U.S. eating habits and customs. Describes various eating situations: in the home, cafeteria, restaurant, school, and other people's homes. Numerous illustrations and some definitions. (For information about availability, write Publications Service, Haskell Institute, Lawrence, Kansas.)

Jeffery, Nina. Driver Education. Washington, D.C.: U.S. Dept. of Interior, Bureau of Indian Affairs, Branch of Education, 1965. 45 pp.

Designed for adults preparing to take driver's license examination and for licensed drivers in need of being brought up-to-date on driving laws and safe driving practices. Written on functional literacy level, booklet may be supplemented or simplified according to achievement level of individual or groups. To be used with appropriate State driver's manual. Many illustrations. (For information about availability, write Publications Service, Haskell Institute, Lawrence, Kansas.)

Mitchell, Elizabeth Gillilan. Beginning American English: A Conversational Approach to the Study of English. 2nd ed. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Twenty-five units of simple, interesting conversational English for adult beginners with accompanying Teacher's Manual. Each unit of student text contains a dialog, exercises on vocabulary, sentence structure and pronunciation, and abundant review. Clear illustrations and word list with pronunciation in transcription. Teacher's Manual discusses methods and materials in general; gives detailed teaching instructions for each unit of text. Appendices include instructions on enlarging illustrations for blackboard use; facial cross-section diagram; notes on text, to be translated into student's language; bibliography on English teaching; and index of sentence structures in text.

Owen, George H. Effective Pronunciation: A Textbook for Teaching English Sounds. Experimental ed. Detroit, Mich.: Detroit Public Schools, Dept. of Adult Educ. and Summer Schools, 1957. vii, 215 pp.

Developed by Detroit Board of Education for teaching pronunciation to non-English speaking adults. Linguistically based materials planned as a series of oral drills on individual sounds, pitches, stresses and pauses. Explanations and diagrams. Each lesson followed by three drill exercises of increasing complexity. No transcription, but some devices to indicate intonation. Teacher to act as model.

Pantell, Dora F. and Angelica W. Cass. We Americans. New York: Oxford Book, 1957. viii, 279 pp.

Handbook for immigrants and new citizens, consisting of somewhat simplified readings in American history, politics, legal system, and naturalization processes. Each reading followed by set of questions and answers on content. Appendix has list of terms, names of states and U.S. presidents, patriotic songs and pledges, American holidays, and forms of address to public officials.

Schueler, Herbert and Harold Lenz. Practical American English for Students from Other Lands. New York: Longmans, 1956. xiii, 261 pp.

Designed for "literate adults who seek a practical, functional knowledge of American English in preparation for life in the United States." Drawings used as aids to clarify meaning. Provision for both reading and writing but much oral work urged before these begin. Instructions to teacher in introduction. Appendix gives sounds of English in International Phonetic Alphabet (IPA), and summaries of grammatical content of each lesson.

Scroggins, Helen and Ruben Lopez. Adult Basic English: Integrated Lessons in Beginning English. Limited and experimental ed. Phoenix, Ariz.: Arizona Basic Educ. Dept., State Dept. of Public Instruction, 1966. 34 pp.

Drills using greetings and basic statement and question structures. Simple illustrations. Space provided within each drill for student to practice writing part or all of utterance. Single track, 3.75 ips tapes of drills and dialogues available; also color charts.

United States Department of Justice, Immigration and Naturalization Service. Federal Textbook on Citizenship. Becoming a Citizen Series. 4 vols. Washington, D.C.: U.S. Government Printing Office, 1965.

Series of beginning, intermediate, and advanced texts. Introduces the newcomer to the U.S., to basic language skills as well as to American culture, mores, history and government, and prepares adults for citizenship examination. Book I, Our American Way of Life: Provides practice and exercises in speaking, reading and writing. Book II, Our United States: Concentrates on same basic skills. Lessons contain brief summary of main reading selection, word study and discussion questions. The story follows with exercises on content. Book III, Our Government: Contains stories with questions for discussion, definitions of words and completion-type statements. Alphabetical list of key words at back of each book. Teachers' Guide provides suggestions for presenting all lessons and discusses ways of enriching teaching program with audio-visual aids and field trips, and means of evaluating student level and progress.

U.S. Government. Federal Textbook on Citizenship. A Home Study Course in English and Government for Candidates for Naturalization. 6 vols. Washington, D.C.: U.S. Government Printing Office, 1954-61.

Set of texts to teach prospective citizens principles of citizenship along with reading and writing of English. Many exercises, tests, and illustrations. Material somewhat graded. Assumes student already knows some spoken English. Detailed helper's guides.

IV. GENERAL COURSE MATERIALS

Allen, Virginia French. People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language. New York: Thomas Y. Crowell, 1957. viii, 192 pp.

Reader for fairly advanced students containing adapted selections of American stories, essays, biographies. About 2000 of Thorndike-Lorge list of the 3000 most frequently used words in written English used, footnotes being used to explain less frequent words beyond this. Each selection has "discussion questions" to test comprehension, and series of exercises on word study and grammar points followed by related composition exercises. Glossary.

----- and Robert L. Allen. Review Exercises for English as a Foreign Language. New York: Thomas Y. Crowell, 1961. x, 149 pp.

For oral and written practice at intermediate level. Part I: "Exercises in English Vocabulary" on more difficult words from Thorndike and Lorge's first three thousand. Suggestions to teacher on method of presentation.

Binner, Vinal O. American Folktales, I: A Structured Reader. New York: Thomas Y. Crowell, 1966. xiii, 177 pp.

Graded supplementary reader. Contains fifteen simplified reading passages for students with knowledge of basic English structures and 1000-word basic vocabulary. Selected vocabulary, idioms, related words and opposite words lists, which follow readings, provide for vocabulary building. Specific sentence structures, taken from context, provide controlled exercises for practice. Conversation questions, write-or-tell exercises, and pronunciation drills with modified Trager-Smith transcriptions follow. Appendixes include table of punctuation marks, guide to pronunciation, glossary of grammatical terms, vocabulary and index.

Clarey, M. Elizabeth and Robert J. Dixson. Pronunciation Exercises in English. Rev. ed. New York: Regents, 1963. 142 pp.

Sounds of English treated in separate five-part sections. Each sound introduced and practiced in words, contrasting pairs of words, and whole sentences. Extensive work with phrasing and intonation. Review paragraph with each lesson. Treatment of special problems such as spelling pronunciation also provided. International Phonetic Alphabet (IPA) transcription used occasionally.

Cornelius, Edwin T., Jr. First Lessons in English. (New American Series, Course I.) Washington, D.C.: English Language Services, 1957. 106 pp.

Set of beginning lessons in English. Lessons divided into several parts, each fifth lesson being review. Approach basically oral, principally made up of repetition and memorization. Numerous short exercises.

Dixson, Robert J. The U.S.A. 2 vols. New York: Regents, 1959-60.

First two of set of simplified readers: Vol. I: The Land and the People (Vocabulary range - 1200 words), Vol. II: Men and History (Vocabulary range - 1600 words). Forthcoming: Vol. III: Men and Machines (Vocabulary range - 2000 words), and Vol IV: Customs and Institutions (Vocabulary range - 2400 words). Designed to give simple, readable information about geography, history, people, events, customs and ideals of the U.S. Each book independent in content and contains exercises for conversation and discussion, comprehension and vocabulary review.

English Language Services, Inc. English 900. 17 vols. New York: Collier-Macmillan, 1964-5.

A basic instructional series for adults, consisting of six textbooks, six workbooks, four readers, teacher's manual, and 180 tapes. Each lesson includes a number of basic utterances, intonation practice, questions and answers (Book One and Two) or verb study (Book Three to Six), substitution drills, conversation (and Reading Practice from Book Three on), and exercises. Keys to exercises provided. Eact text-book also contains two review units, and index to new words in that volume. Workbooks programmed for self-study. Readers supplement text material. Teacher's Manual contains sections on classroom techniques and lesson planning, comments on each unit's grammar and general word index, indicating in which textbook each word occurred first. Fifth reader forthcoming.

Fisher, Isobel Y. and Robert J. Dixson. Beginning Lessons in English. Rev. ed. (English as a Foreign Language Series.) New York: Regents, 1959. [2], 187 pp.

Fifty-two lessons designed to give students speaking practice "with a minimum of grammar." Some illustrations for instructional purposes and some information about the U.S. Contains an appendix with principal parts of irregular verbs and sample conjugations. Regents English Workbook-Book I by Dixson is intended to supplement this text.

Gibson, Christine M. and I. A. Richards. First Steps in Reading English. 4 vols. New York: Washington Square Press, 1959. Books 1-4, paginated consecutively, 156 pp.

Introduction to reading for beginners. Graded for letter-intake and vocabulary of about 316 words. Stick drawings illustrate meanings. Large type. Recommended for use in conjunction with activity booklets of Put-in-the-Pictures, Put-in-the-Numbers, the Reading Film Strips series, and Language Through Pictures series by Richards and Gibson.

Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1966. x, 178 pp.

Designed to help high-intermediate and advanced students increase their reading speed and comprehension of English. Sections are: Part I, diagnostic tests to determine student's general reading competence; Parts II - VII, exercises having progressively longer units beginning with word recognition, then sentences, paragraphs and finally complete compositions; Part VIII, readings to develop scanning techniques; and Part IX, exercises on use of dictionary. All exercises to be timed to obtain two scores: speed and accuracy. Key to exercises, and reading time conversion table at end of book. Instructions to teacher on presentation of material and timing of exercises. Student may do own scoring.

King, Harold V. Modern American English. 2 vols. London: Longmans, 1961-63.

Course in spoken English. Basic plan is use of connected dialog to introduce new material, oral drills to vary and fix patterns, and question and answer exercises and controlled conversation practice to make responses spontaneous. Book One concentrates on oral practice and establishment of basic patterns after which, in Lesson 21, attention is turned to reading and reading practice. Book Two provides continued training in spoken language, but places additional emphasis on reading. Introductions explain method to teacher, while notes in text call attention of both teacher and student to new material. Work on pronunciation uses modified Trager-Smith notation as does vocabulary.

----- and Russell N. Campbell. Modern English Primer. 2 vols. Washington, D.C.: Washington Pubs., 1956-57.

Beginning text for adults. Each lesson composed of dialog on everyday situations followed by sections on vocabulary, pronunciation, grammar, and additional practice and review exercises.

McGillivray, James H. People at Work: Readings with Drills and Exercises for Beginners in English. New York: American Book, 1961. viii, 104 pp.

Reading selections simplified for beginning students at high school adult levels. Readings followed by drills, exercises and dramatization for dialog practice. Limited to 600 word vocabulary. Vocabulary at end, with space to fill in equivalents in native language.

Paratore, Angela. Conversational English: English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1961. xii, 83 pp.

Designed to give supplementary aural-oral practice to adult non-beginning students. Emphasis on selected points of grammar, especially constructions

and usages employing auxiliary verbs. Group recitation, memorization, and repetitive drills. Each of 30 lessons begins with dialog drill, dialog notes and variety of exercises. Accent marks and arrows indicate stress and intonation.

Reader's Digest Readings: English as a Second Language. 6 vols. Virginia French Allen, Kenneth Croft and Aileen Traver Kitchin, eds. Pleasantville, N. Y.: Reader's Digest Services, 1963-4.

Series of edited and abridged readings from Reader's Digest mainly for adults. Base vocabulary restricted to about 1000 words, each volume adding about 350 new words. Vocabulary exercises and comprehension questions at end of each reading. Each volume has glossary and answer key. [Book One - Four edited by Kitchen and Allen, and Books Five and Six by Croft.] Reader's Digest also provides series, Reading Skill Builders, not planned specifically for non-native speakers. Graded at five levels from Grade 2 to 6 with two parts to each grade. Teacher's edition for each part.

Richards, I. A. and Christine Gibson. English Through Pictures. 2 vols. New York: Pocket Books, Cardinal Edition, 1952-58. A First Workbook for Use with English Through Pictures, Book I. New York: Washington Square Press, 1960. vii, 133 pp.

Carefully graded material intended for direct method use. Vocabulary (about 500 words in Book I) developed in "sen sits" (sentence in picture situation). Needs special training on part of teacher. Accompanying films and recordings. Book II builds out into fuller English using 100 words. Line drawings and footnotes designed to help learner "see what every new word, as it comes in, is doing." Reading content covers wide range of ideas, questions and historical information. Graded workbook similarly limited in vocabulary but may be used independently of English Through Pictures I. Uses stick figures, line drawings, and realia to build exercises on "problem situations which invite solution." Use of vernacular discouraged. Answers to exercises at back. Films, filmstrips and records available from Educational Services.

Taylor, Grant, consulting ed. Saxson Series in English as a Second Language. 11 vols. New York: McGraw-Hill, 1956-65.

Graded series of texts, readers and workbooks designed for adult students. Beginning series include Learning American English: Grammar, Vocabulary, Idioms; Mastering American English: Exercises for Intermediate and Advanced Students; Mastering Spoken English: Workbook I; American English Reader: Stories for Reading and Vocabulary Development; Practicing American English: Pattern Drills for Written and Oral Practice (Grant Taylor); and Reading American History (Albert Weeks). Tapes and records to accompany Workbook I. For students in fourth or fifth year classes, series by Thomas J. Crowell, Jr. consists of Index to Modern English (reference); Modern English Workbook (grammar and vocabulary); Modern Spoken English (pronunciation and conversation); Modern English Essays

(reading, discussion, and vocabulary). Advanced English Exercises (Helene R. Fuller and Florence F. Wasell) also part of series, provides practice in grammar, vocabulary, and composition.

Trager, Edith Crowell and Sara Cook Henderson. Pronunciation Drills for Learners of English. The P.D.'s. Washington, D.C.: English Language Services, 1956. xviii, 153 pp.

For adult students, based on Trager-Smith analysis of English phonology. Vowels treated first, then stress, intonation and consonants. Each sound first drilled alone, then in minimal pairs, and in short sentences. All words used are of high frequency, but stress is on pronunciation rather than meaning. Section on spelling in relation to phonemic systems.

Wohl, Milton and Ruth C. Metcalf. English is Spoken! 3 vols. Washington, D.C.: Washington Pubs., 1958-61.

Designed to give "controlled conversation practice . . . at the second level of learning English as a foreign language." Simple transcription. Use of mother tongue discouraged. Suggestions to teacher in preface of each volume. Points of grammar and vocabulary introduced in selected readings. Exercises and drills follow. Simple pictures used as teaching devices. Also provision for written work.

V. SPECIALIZED ENGLISH LANGUAGE TEXTS AND DICTIONARIES

Davis, A. L., ed. Commercial Correspondence for Students of English as a Second Language. (Educational Services Series in English as a Second Language.) Washington, D.C.: Educational Services, 1954. v, 138, 10 pp.

Simple, clear treatment of elements of American business English for intermediate level students. Contains discussions and numerous illustrations of types and forms of business letters. Also exercises and grammar review. Appendix contains useful abbreviations, list of irregular verbs and high frequency words in business correspondence.

English Language Services, Inc. Special English Series. 14 vols. New York: Collier-Macmillan, 1966.

Series of 14 books designed to provide instruction in English as a second language with emphasis on particular technical fields including medicine, agriculture, banking, aviation, international trade, engineering, and journalism. Intended for adults "who have already learned enough English to carry on a conversation on general matters." Designed for classroom or self-instructional use, lessons made up of dialog, sentence and pronunciation practices, and substitution drills. Vocabulary listing at end of each book. Tapes available for each subject.

Martins, José Murillo, M.D. English for the Foreign Physician. Springfield, Ill.: Charles C. Thomas, 1960. xi, 121 pp.

For the foreign physician who wishes to improve his command of English and of the medical terminology used in the U.S. Dialogs illustrating daily activity in American hospitals, followed by explanation of abbreviations, vocabulary list, questions, and exercises for use of terminology. Illustrations and charts of medical interest.

Pittman, G. A. Preparatory Technical English. 2 vols. London: Longmans, 1960.

Prepared for students having fair knowledge of English and of fundamentals of English grammar. Twenty-six situations comprise material which deals with formal written technical English. Includes brief list of supplementary readings and tables of units of measurement. Teacher's Book includes general introduction to text material, with comments on presentation, oral practice, reading, and exercises.

The Advanced Learner's Dictionary of Current English. A. S. Hornby, E. V. Gatenby, and H. Wakefield. 2nd ed. London: Oxford Univ. Press, 1963. xxxii, 1200 pp.

Prepared for advanced foreign students and teachers of English. Entries include International Phonetic Alphabet (IPA) transcription, simplified definitions, key to the verb pattern, and many illustrations. Concentrates on current English of educated persons in Britain and the United States, but includes certain archaic words employed in literary context and scientific and technical words occurring commonly in non-specialized periodicals. Introductory notes include information on spelling, stylistic values, pronunciation and stress, and verb patterns.

Thorndike-Barnhart High School Dictionary. Edward L. Thorndike and Clarence L. Barnhart, eds. Rev. ed. Fair Lawn, N.J.: Scott, Foresman, 1962. xxiv, 1096 pp.

Contains 80,000 entries, including colloquial and slang expressions, noted as such. Most common meaning defined first. One of a series of dictionaries prepared for use of students. Also available: Thorndike-Barnhart beginning dictionary, junior dictionary, advanced junior dictionary, college dictionary, and comprehensive desk dictionary (2 vols.).

Webster's Seventh New Collegiate Dictionary. (Based on Webster's Third New International Dictionary.) Springfield, Mass.: G. and C. Merriam, 1963. 22a, 1220 pp.

Contains 130,000 entries with 20,000 new words and meanings. Uses descriptive approach. Gives definitions with earliest meaning first, etymologies, pronunciations, derivations, often synonyms and antonyms, and illustrations. Appendices include a pronouncing gazetteer, biographical names, forms of address, abbreviations, given names, and sections on spelling, punctuation, capitalization, and vocabulary of rhymes. Other Merriam-Webster dictionaries include Webster's Elementary Dictionary and Webster's New Secondary School Dictionary.

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